

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

6	Elementary schools (includes K-8)
2	Middle/Junior high schools
1	High schools
	K-12 schools
9	TOTAL

2. District Per Pupil Expenditure: 4921

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 5 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	26	36	62	7			0
1	29	33	62	8			0
2	28	24	52	9			0
3	41	40	81	10			0
4	40	30	70	11			0
5	28	37	65	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							392

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
10 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
85 % White
 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 15 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)].	58
(4)	Total number of students in the school as of October 1.	392
(5)	Total transferred students in row (3) divided by total students in row (4).	0.148
(6)	Amount in row (5) multiplied by 100.	14.796

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 3

Number of languages represented: 2

Specify languages: Arabic and Spanish

9. Students eligible for free/reduced-priced meals: 68 %

Total number students who qualify: 265

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %

Total Number of Students Served: 53

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>8</u>
Support staff	<u>12</u>	<u>3</u>
Total number	<u>36</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 26 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	94%	95%	94%	94%	93%
Daily teacher attendance	95%	95%	95%	96%	96%
Teacher turnover rate	31%	6%	13%	0%	6%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

By nature of the size of our school, each absence is measureable concerning the total percentage of student attendance. We have a large enrollment area (Mileage) that we draw students into HES. Many of these roads are unpaved and create issues for parents when inclement weather is involved. Also, because of the size of our community, when flu or other contagious health concerns are present, it runs rampant throughout our student population. This, in turn, creates an epidemic of absences throughout the development of the illness. We have implemented and provided training to students in the area of keeping healthy through various strategies of keeping clean hands and being alert in how germs are spread. Our school has a multitude of incentives for being at school. Our motto is 'Miss School, Miss Out'

The teacher turnover rate in 2008-2009 was a result of a perfect storm. Due to financial issues on the part of State and District, 76 teachers were let go due to a reduction in force, district-wide. Upon call back, late in the summer, teachers had already located jobs elsewhere. A teacher retired after 30 years of service. One teacher transferred due to the length of drive and locality to daycare for her newborn. One teacher married and moved to Mexico to fulfill a dream of teaching out of country. These circumstances created the 31% turnover rate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u> </u>	%

PART III - SUMMARY

Our Setting Community:

Humboldt Elementary School is the proud Home of the Pandas. We are a rural school in the high desert of northern Arizona. Our school nestles atop a small hill in the small town of Humboldt, which was once a boom town for mining but is now nearly a ghost town. The town has a deserted Main Street, a gas station / convenience store, a regionally-famous local cafe, a scattering of tourist shops and civic services and our school.

Every day, school starts and school closes with the ringing of a bell that is more than 50 years old. The bell is heard for blocks around. The oldest part of our campus still has a fence that is decorated with spoked wheels, a reminder of the wagon trains that once traveled the region. Humboldt Elementary School is very much part of and proud to continue the pioneer spirit of the town's early settlers.

Our Mission:

Our school takes our mission to heart: "We are a community dedicated to teaching, nurturing and supporting our students and families in a safe, respectful and responsible environment in order to ensure success in learning and life."

Humboldt is surrounded by a growing number of families who are attracted to country living. A few miles away, a new housing development also attracts young families. In town, mobile homes and shacks house children of poverty. Out in the hills, some families live in tents or vehicles.

The result is that our school is a designated Title One School with a free and reduced population of 70%. Our Title One program serves 80% of all our K-3 students. We know that most of our students don't come with the background knowledge and exposure to books, print, and enjoyment of reading.

Obviously, then, literacy and its development is a priority. We also emphasize the core content areas of writing and math. And we balance this academic focus with equal emphasis on each child's emotional and social development. It is intentional that Principal Young closes morning announcements each day by saying, "Have some FUN!" We want our students to know they are safe and loved enough to learn how to learn... and to learn how to play.

Our Strengths:

Our school enrollment is around 350 every year. This allows all staff to know just about every student on campus. Every student is considered a Humboldt Kid, important to every adult on campus, not just his or her assigned teacher. Students who have attended Humboldt Elementary talk about the many traditions, the caring staff, and coming home to the place where everyone knows them. Some of our favorite student traditions include Panda Olympics, Safety Day, the arrival of Santa Claus, Valentine-Grams, quarterly Spirit and Pride Assemblies, Read Across America Pajama Day, and Flag Ceremony days.

We also provide before and after-school activities to support, enhance, and enrich our curriculum: Homework Club, Learning Center, K-1 Tutoring, Sports (Flag football, Volleyball, and Track), Sewing Club, Woodworking, Marimba Band (a traveling Performing Group), Boys and Girls Club, Chess Club, Reading Counts, Open Music, Guitar, Yearbook, and Student Council. These activities extend the hours our students can spend in a safe, nurturing environment where the sole focus is on developing their interests, their talents, and their success.

Parental Involvement:

Parental involvement continues to increase as our academic momentum continues to grow. Parents are brought in to participate in classrooms, assisting teachers with guided reading groups, as well as other

curricular subject areas. Parents help out both on the playground to increase our ability to supervise students more carefully and in the teacher workroom to assist with clerical duties, allowing teachers to stay organized with copying, gathering of materials for lessons, etc.

Parents play a big role in supporting our mission through both P.T.O. (Parent Teacher Organization) and S.I.T.E. Council (School Improvement Team for Excellence). These organizations help to guide our extra-curricular activities while also supporting our academic prowess through various academic and social programming. The monitoring of safety is another component that parents are involved with when it comes to the grounds of our facility. These vehicles of parental involvement open communication and our ability to collaborate in a meaningful manner, allowing our school the opportunity for constant, systemic refinement and growth.

Finally, our students' achievement on state assessments places Humboldt Elementary School in the top 10% of all Arizona schools. Our students prove that our pioneer spirit, our professional dedication, and our personalized attention to each of them clearly measures up to Blue Ribbon School status!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The following website provides information concerning the labeling system and process by which schools are labeled by the State, as well as a resource for the reported data in this application:

<http://www.ade.az.gov/profile/publicview/>

In order to be a Highly Performing or Excelling school, a certain percentage of students each year must reach the excelling threshold on the assessment. This is determined by the 'Z score' formula, set up by the State. Five years ago, Humboldt Elementary School was on the verge of becoming an 'Under Performing' school (Arizona's Instrument to Measure Standards or AIMS results from the 04-05 school year). This dire news propelled HES, most notably its new Principal (a former 4th grade Teacher at HES), into developing and implementing a school-wide improvement plan. Student test scores rose steadily, moving the HES label from 'Performing' (just barely) to 'Excelling'. We are now in our third consecutive year of achieving the 'Excelling' label. The data below details the results of our school-wide efforts and demonstrates the dramatic cultural change we underwent in our belief in our kids and also in ourselves.

Third Grade:

In Reading, 84% of our students 'Met'/'Exceeded' the standard in 2009, 12% above the state average, an increase from 56% in 2005. We saw 16% of our students 'Approach' the standard while 0% 'Fall Far Below' in 2009, a decrease from 44% in these categories in 2005.

In Math, 93% of our students 'Met'/'Exceeded' the standard in 2009, 20% above the state average, an increase from 49% in 2005. Further, we increased the number of students 'Exceeding' the standard from 7% in 2005 to 23% in 2009, with 0% 'Falling Far Below'.

Fourth Grade:

In Reading, 94% of our students 'Met'/'Exceeded' the standard in 2009, 20% above the state average, an increase from 69% in 2005. We saw 8% 'Approach' the standard in 2009 with 0% 'Falling Far Below' a decrease from 31% in these categories in 2005.

In Math, 90% of our students 'Met'/'Exceeded' the standard in 2009, 16% above the state average, an increase from 69% in 2005. Further, we increased the number of students 'Exceeding' the standard from 10% in 2005 to 50% in 2009.

We also saw 8% 'Approach' and only 2% 'Fall Far Below' in 2009, a decrease from 32% in these categories in 2005.

Fifth Grade:

In Reading, 86% of our students 'Met'/'Exceeded' the standard in 2009, 12% above the state average, an increase from 60% in 2005. We had 13% 'Approach' the standard with 1% 'Falling Far Below' in 2009, compared to 41% in these categories in 2005.

In Math, 90% of our students 'Met'/'Exceeded' the standard in 2009, 18% above the state average, an increase from 54% in 2005. We increased the number of students 'Exceeding' the standard from 6% in 2005 to 45% in 2009. We had only 9% 'Approach' the Standard with 0% 'Falling Far Below' in 2009, a decrease from 46% in these categories in 2005.

Summary:

There is a dramatic increase in the percentage of students who 'Meet' or 'Exceed' the state's standards and an equally dramatic decrease in the percentage of students who only 'Approach' or 'Fall Far Below' in the scores. Minimal disparities have been identified in the 'low SES' subgroup. This subgroup is generally small, where one or two students will have a significant impact on the subgroup's overall score.

These assessment results are directly attributable to standards-based and data-driven instruction, systemic professional development, quality instructors, high student expectations, and a community supportive of academic achievement. These shape our vision, practice, and continued student success at Humboldt Elementary School.

2. Using Assessment Results:

Assessment results drive our instruction, starting with teacher orientation when teachers are provided detailed analysis of each student's state assessment scores and previous year performance on the district's quarterly Criterion Referenced Tests. Teachers immediately know who on their class roster is on track, who's on the bubble, and who is lagging behind. By the time students arrive on the first day of school, teachers are intimately familiar with the performance history of each student and prepared to begin differentiated instruction immediately.

Within the first two weeks of school in August, students undergo assessments in reading, writing, and math. Assessments include reading comprehension inventories, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) scores with attention to oral reading fluency, writing scored on the six-trait rubric, and math number sense and problem solving probes. Each 3rd - 5th student also takes pre-AIMS tests that contain the kinds of reading, writing, and math questions the student will be expected to answer by April. Teachers then fine-tune differentiated instruction and implement specific interventions in order to close identified gaps for students who are lagging behind, to strengthen areas of identified weakness for students on the bubble, and to challenge students who are already excelling.

Teachers continuously collect and act on assessment data throughout the school year. Monthly and quarterly meetings set rigorous accountability standards for teachers to report on what is working and what is needed to help students improve. No teacher can say, 'Gee, I just didn't know my student was so far behind!' At Humboldt Elementary School, the principal and teacher always know. Additional members of the teaching staff are often tapped to suggest best practice teaching strategies, to provide program interventions, and to support differentiated instruction in the classroom and after-school. No Humboldt Kid goes unnoticed. No Humboldt teacher teaches in isolation. Data is the engine that drives us to excellence.

3. Communicating Assessment Results:

The Arizona Department of Education issues school report cards to the public. These report cards are based on student performance on the annual Arizona Instrument to Measure Standards (AIMS) tests in reading, writing, and math. The report card compares student achievement at each school to that of students in the District as a whole and across the State as a whole. Parents receive the report card directly, as well as a separate and individualized summary of their own student's performance with explanation of the tests, the data, and its meanings.

We work closely with parents and students to build community-wide investment in the importance of assessment data and its use. Communication with parents and students occurs daily as needed in the form of phone conversations, agenda notes and parent/student conferences, as well as through more formal reports such as weekly sharing of reading and math test results, monthly reporting of DIBELS progress monitoring results, mid-quarter progress reports on academic and citizenship skills, and quarterly report cards regarding

the same.

Parents and students are also informed of progress on the Scholastic Reading Inventory (Lexile) program for reading comprehension and its adjunct Reading Counts program. Through this program, students earn "dollars" by passing comprehension tests, and then spend their earnings at the Reading Counts store to purchase new toys and gadgets. The more books read and the more tests passed, the more dollars earned. The Reading Counts store is a tangible way to communicate to students our emphasis on reading, and for students to communicate their success to parents. The success of our math curriculum is also closely tied to parent/student communication. The curriculum includes a "contract" with parents to supervise the completion of two homework pages each day.

Panda Paws and Positive Referrals are frequently distributed by any staff to any student who is "caught doing something good" anywhere on campus. Weekly drawings select Panda Paw winners from each grade level. A "Drum Roll, Please" heralds the Friday morning announcement of winners while 350 students listen with bated breath. Winners take home prize bags, further communicating that we care about and we notice our students' academic and citizenship effort and performance.

Spirit and Pride assemblies held quarterly celebrate student academic and character development. Parents and extended family come to see their student honored as a high achiever or most improved in a subject area or citizenship skill, also as a participant in sports and other extracurricular programs. Special academic awards include being named to the Honor Roll, the Principal's List, and the Blue Crew (students above the 75th national percentile in reading). The names of these students are published in the local paper, which also occasionally features some unique aspect of our school. In many ways, large and small, we communicate to our students, their families, and the community what one of our favorite mottos says: "You Just Can't Hide That Panda Pride!"

4. Sharing Success:

One forum for sharing our successes is at school district board meetings in general, and more specifically on those occasions when our school hosts the School Board meeting. This allows us to showcase our students' successes and the hospitality of our Parent Teacher Organization at least once each school year. The district's website also contains a link to Humboldt Elementary School, as it does for all the district schools. This is a good starting point for those interested in learning more about our school. Here they can read about our location, history, and mission.

Word of mouth from our parents is probably the most effective method of sharing success with other schools. When parents talk about their children, they tend to talk about their children's school experience. Word is getting around about Humboldt Elementary School, resulting in inquiries from parents, teachers, and school administrators who want to know more about how we do what we do.

Word spreads in other ways as well. Future teachers who complete their student teaching requirement with some of our best teachers take the seeds of success with them. The annual Teacher of the Year program invites our top three teachers, nominated by their Humboldt peers, to share their methods and strategies with other teachers. Plus our teachers are active on Professional Development Leadership Teams and other professional networks in the district and throughout the state.

Finally, our principal has been in great demand this year as a consultant of sorts to other schools in the district, at the direction of the superintendent. Our Three Times Excelling label is proof that we have established a culture of student success. Our principal is our best communicator about how to build and maintain such a culture. Should we be awarded Blue Ribbon School status, we anticipate many more inquiries and visitors at our little school on the hill!

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our school district selects curriculum through a multi-level process that considers how well it covers State standards, vertical alignment, and grade-specific depth and breadth (both extension and remediation materials). "Our school then crosswalks the adopted curricular materials, lesson-by-lesson, to the standards." We identify where the curriculum fully exposes students to the standards, and where the curriculum needs ancillary resources to strengthen concept exposure and/or skill practice. We continuously improve pacing and curriculum guides so that our instruction and our materials move students, with integrity and confidence, toward mastery of grade-level skills.

The District uses Houghton-Mifflin as its primary reading series, supported and enhanced at our school by the Scholastic Reading Inventory and Reading Counts program, Focus on Phonemics, Literature Sets, SRA, K-Pals, Naturally Reading Intervention Lab, Study Island (an on-line, individualized reading support program), Guided Reading groups, Leveled Readers, and Literacy Exploration.

Teachers deliver 90 minutes of reading instruction daily through whole-group direct instruction (45 minutes) and differentiated literacy development (45 minutes). Whole group instruction focuses on the week's theme and/or skill via direct instruction, fluency enhancement through rereading, and skill practice. Differentiated instruction is provided through homogeneous guided reading groups and center activities. While the teacher works with a group for 15 minutes, the other students are working independently in Centers, rotating every 15 minutes. The centers emphasize the week's focus and set high performance expectations for students. The teacher continuously monitors student acquisition and assimilation of the week's focus skill(s). Written assessment follows every theme. With student performance data gleaned through DIBELS, Reading Counts, reading comprehension inventory (Lexile), Title One, Intervention Lab, Theme tests, and quarterly Criterion Referenced Tests, students move immediately and fluidly from one reading group to another in the classroom, into and out of intervention programs on campus, or into more challenging programs such as Literacy Exploration and Honors.

The District uses Saxon as its primary instructional material for math. This is supported at our school by Study Island (an on-line, individualized study and test program), enhanced through Mac-Ro (a monthly workbook for Grades 2-4 that reinforces standards-based skills), and enriched by Honor's Math (a pull out program). Additional resources fill in where the standards are not fully supported through Saxon, such as for lessons on the Arizona standard related to Vertex Edge Graphs. Teachers also use visual math activities and strategies to bolster student understanding.

Teachers deliver 60-75 minutes of math instruction each day through three distinct components of the Saxon curriculum. First, students practice real life skills such as telling time, reading and extending patterns, counting money, mental computation, and word problem-solving during the daily math meeting. Once the 20 minute meeting routine is established by the teacher, students assume the role of meeting leader and are accountable for demonstration of both math and social competencies.

A second component is daily fact practice. Students receive instruction in computation facts and retention strategies, manipulate wrap-ups to physically integrate fact acquisition, and practice automaticity via timed fact practice, which is further reinforced with daily homework.

The third component, the daily lesson, is presented via whole group direct instruction. The new concept is taught, while previously taught concepts are reinforced. During guided practice, students correctly perform all of the thinking and applications that will be required of them to complete homework that evening. Formal assessments every five lessons monitor student mastery and identify where re-teaching is needed.

Our activity classes cross the curriculum in reading and math. Computer class is a time when students can access Study Island and Reading Counts quizzes. PE class always starts with brain integration exercises (Brain Gym). Music class focuses on rhythm and beat, counting time, and left-to-right reading. These classes aid brain development, retention, and recall abilities.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Our adopted reading curriculum is Houghton-Mifflin, selected by a district-wide process that included Title I teachers, classroom teachers, and principals. They found it the most efficacious of the five programs considered at the time. The series is closely aligned to Arizona reading standards, is research-based, and delivers instruction in the five key areas of reading through a consistent lesson format.

Key components of the series are:

Comprehension strategies are taught explicitly to develop monitoring, questioning, previewing, summarizing, and evaluating skills. The Phonics/decoding strand links to Spelling through fifth grade. Vocabulary is taught through direct, scaffolded instruction with related readings for application. Fluency is modeled in Teacher Read Alouds and Audio CDs with leveled readers that complement the anthology.

Each week's lessons also encompass writing, listening, and speaking skills. All skills are sequenced by difficulty with systemic, explicit instruction and immediate application of new skills. The teacher's editions present a color coded system so that targeted skills and tested skills are easily identified. An English Learner support book and supplemental lessons add depth to the core program. Weekly skills tests and quarterly theme tests provide ongoing assessment of student progress, the results of which are used in conjunction with other assessment measures to drive differentiated instruction.

Specific interventions for struggling readers include 30 minutes daily in our Title One program, plus 30 minutes daily in the Reading Naturally intervention lab. These 60 minutes are in addition to the classroom's sacrosanct 90-minute reading block. A Literacy Coach, SRA sets in the classrooms, literature sets, and the Reading Counts program provide additional support, materials, and motivation.

The literacy coach is a huge component to our success at HES. The literacy coach is responsible for being in classrooms and providing meaningful feedback to teachers on a weekly basis. Teachers are observed and met with concerning supporting their strengths, while being given direction in the area of improving instruction needing refinement. This support not only strengthens reading instruction in classrooms (K-5), but provides a level of support that teachers can go to and seek information concerning specific skill development for their students. In addition to these responsibilities, the coach also works directly with students. This is done through our reading intervention lab. The lab is crucial when it comes to identifying student needs and closing their academic achievement gaps. Students are grouped as to their ability and what skills need strengthened. Our literacy coach then plans for the success of each group by collaborating with homeroom teachers and gleaning information from the weekly assessments. The coach then shares this information with her team of para-professionals.

Excelling students can test into the Honors program for an additional, more strenuous course of study, while a Literacy Exploration program supports and challenges those just on the threshold of excelling. These programs focus on higher-level thinking skills. The course of study is one that introduces quality literature, talks about author's purpose, theme and engages a student's interest and love of reading. This, in turn, maintains the forward momentum of our excelling students in the area of reading to challenge themselves and promote reading intrinsically. We have 125 students of our 365, recognized as Blue Crew members. The Blue Crew are students who read at or above the seventy-fifth percentile, nationally.

Our Reading program is deep and wide in order to meet the literacy needs of the children we serve. What we do for one child may be different than what we do to challenge/support another. Our ability to vertically/horizontally team gives clear perspective on what expectations need to be held for continued academic excellence. Our students succeed because our student-centered approach defines individualized reading programs, rather than the boxed reading program defining the child.

3. Additional Curriculum Area:

We are NUTS about the Saxon math curriculum. A focus group was organized consisting of teachers, administrators, instructional specialists and parents. A rubric was developed based on a district needs assessment. Multiple publishers and programs were brought in and piloted across grade levels and schools within the district. After an extensive and comprehensive examination of the strengths and weaknesses based on the rubric, Saxon was selected. Systemic professional development was provided to both teachers and administrators throughout the district during the first year of adoption. Yearly professional development is sustained for both veteran and new teachers to the district. Our Professional Development Leadership Team cross referenced state standards with Saxon lessons and developed quarterly benchmark assessments to ensure accountability of teacher instruction.

When implemented and followed consistently, student progress is essentially guaranteed, due to the program's unique, effective and research-based pedagogy which slowly but surely guides students to a deeper understanding of concepts and how to apply them. The instruction, practice and assessment of those increments are systematically distributed across each grade level. This distributed approach ensures our students gain and retain critical thinking skills. A new increment is presented each day and students work only a few problems involving the new material. The remaining homework consists of practice problems involving concepts previously introduced. Thus, every assignment (and every test) is a cumulative review of all material covered up to that point. Word problems are emphasized, as are multiple problem-solving strategies because in math there is almost always more than one way to the correct answer. Reviewing and re-teaching are easy to do because each practice problem notes the lesson of origin for that particular skill.

Saxon math allows all students to learn the essential skills and knowledge of math. It is very beneficial to students with any type of math learning disability. Because lessons are incremental, students are able to learn math concepts in reasonably sized segments. This incremental approach promotes student confidence. Also, because very few students are adept at all types of math and very few students are math deficient across the board, Saxon's distributed approach ensures that no one student fails at everything and that every student improves at something, every single day all year long. Further, the daily math meeting provides real-life application of math skills such as reading a calendar, counting money, telling time, and reading a thermometer. These everyday math functions are essential building blocks toward fulfillment of our mission to ensure success in learning and life.

Saxon is a thoroughly researched core math program with more than 25 years of effectiveness studies and foundational research. We say it again, we're NUTS about Saxon!

4. Instructional Methods:

Humboldt Elementary School looks at every child as his or her own subgroup. Being a school with a population of 365 students, we have the opportunity to personalize, and to take personally, each child's education. Our largest subgroup is our Socio Economic students, as we have a 68% free and reduced population. Our Special Needs students and English Language Learner subgroups are both less than 10% of our student population. This being said, our mission of teaching, nurturing and supporting all of our students is up close and personal.

We provide differentiated instruction to all students through guided reading groups and Center activities. Leveled readers at every grade level challenge high achievers while providing critical support to emerging

readers. The Scholastic Reading Counts program motivates all of our students. Students are assessed quarterly with a reading comprehension inventory and receive a Lexile number commensurate with their ability. Books in our library are color coded by Lexile range, meaning students select a book they can read! Students then take a computerized quiz on that book, accumulating points towards their Reading Counts goal for the year. More important, at least for students, is spending their points at the Reading Counts store!

Paraprofessionals assist students in various ways. They aid small learning groups for both math and reading to supplement and support teacher-directed guided reading and guided math practice groups. They help students work with manipulatives, skill builders, SRA, K-Pals, Leap Pads, Read Naturally, Study Island, and multiple software applications, all of which contribute to differentiating how students approach, practice, and master skills.

We also provide differentiated after-school supplements through K-1 Tutoring, Learning Center (individual and small group tutoring), and Homework Club (supervision and support). The personal interests of students are supported through our Sewing Club, Woodworking Club, Band, Athletics, Student Council, and Boys and Girls Club.

At Humboldt Elementary School, teaching, nurturing, and supporting our students is more than a mission statement, it's how we do school.

5. Professional Development:

Teachers are given the opportunity to reflect and voice concerns and needs through an annual district-wide survey. Teachers are encouraged to utilize the survey as an avenue to express what they feel has been successful and any current needs that are lacking in the area of professional development. From this needs assessment inventory, our district provided several professional development opportunities. Based on survey results, the district responded by providing Humboldt 101, LETRS (Language Essentials for Teachers of Reading and Spelling) training, 1/2; day monthly in-service trainings, and access to an Instructional Specialist. We also have a Mentor Teacher, Reading Coach, and a Vista/AmeriCorp volunteer on campus.

Humboldt 101 is an opportunity to develop our skills with classes taught by our own experienced colleagues. Class topics range from universal design to classroom management to differentiated instruction to instructional strategies for reading, writing, and math, to name just a few of the course offerings.

LETRS training is offered by the district to K-3 teachers in order to keep them current with teaching methods and research in the field of reading. Half-day monthly in-services are sometimes structured trainings and are at other times collaborative work sessions related to instructional pacing, data assessment, lesson planning, and/or the development of meaningful assessment tools, to mention just a few of our top priorities.

The instructional specialist is available upon request to all teachers district-wide for curriculum concerns and as a sort of advisor/coach in matters related to instructional methods, style, and strategies. Our campus Mentor teacher provides counsel to new teachers on issues ranging from how to address a parent's concerns to classroom management to how to organize a booth for the traditional Fall Festival. Our Reading Coach helps with lesson planning and implementation of our reading curriculum. We have the unique opportunity to have a Vista/AmeriCorp volunteer on campus to develop a community outreach program and assist with reading interventions.

Student achievement is directly related to the quality of a school's staff. Our teachers are committed to ongoing professional development and collaboration. Despite our many different personalities and teaching styles, we share in common a heart for our students. Through data driven quarterly reflections, Humboldt Elementary is able to drive professional development on a student need basis. Informal professional development through collaborative grade level meetings is ever changing to support the needs of the students.

Although we are not uniform in any way, we are certainly unified in our efforts to improve our own practice and performance on behalf of our Humboldt Kids.

6. School Leadership:

In any successful school, you need a strong leader who can build a community vision of academic, emotional, and social success for its students. Cole Young is our strong leader.

Mr. Young knows teachers. He was and always will be one at heart. He knows how it is in the classroom and how to help us make our classrooms into active, participatory learning communities.

Mr. Young knows kids. He was and always will be one at heart. Often, when we can't find him in the office, we can find him on the playground, playing his favorite game of kickball with students.

Mr. Young loves data almost as much as he loves teaching and students. His summers are spent analyzing assessment results so that teachers start the school year with a detailed analysis of each student's standing in each subject area. Teachers are then expected to use this information to drive and differentiate their instruction. He equips us to succeed at this by providing huge 3-ring binders that contain curriculum mapping and pacing guidelines, lesson planning templates, a complete set of the state standards, curriculum crosswalks to standards, and quarterly CRTs, to name just a few of the tools at our disposal.

Mr. Young is a stickler about frequent grade-level meetings as a way for teachers to collaborate on planning and problem-solving. He is a vocal supporter of and participant in the Child Study process as a way for teachers to identify students with learning challenges and collaborate on interventions that are then monitored and measured.

Mr. Young's mantra is, "It's all about our kids." This creates a climate where staff help plan, coordinate, and voluntarily work at the many activities and events that provide a nurturing and supportive community for our students. Our leadership structure is fluid as different teachers, staff, and parents emerge to assume leadership of various committees, activities, events, programs, and projects.

Mr. Young has an open door policy. He says, "Anything, anytime," and most of us have tested it enough to know it's true. He writes a "Week-at-a-Glance" bulletin that always expresses his gratitude for our efforts, informs us of upcoming happenings, and provides a plethora of good advice and teaching tips.

Finally, while Mr. Young expects and equips us to be in top form, he is not in the least formulaic. Our judgment is respected. Our input is valued. Our critical analysis and creative ideas are encouraged. Led like that, we are inspired to similarly expect, equip, and encourage all of our Humboldt Kids to do and be their very best too.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 2 Test: Second Grade does not participate in AIMS testing
Edition/Publication Year: No data collected Publisher: N/A

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The Second grade was added to the list; however, they do not participate in our AIMS data.

Humboldt Elementary School does not receive Title I funds and does not have access to disaggregated assessment results for its students who meet the free/reduce federal meal subsidy.

Subject: Reading

Grade: 2 Test: Not Tested in AIMS

Edition/Publication Year: No Data Collected

Publisher: N/A

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Humboldt Elementary School does not receive Title I funds and does not have access to disaggregated assessment results for its students who meet the free/reduce federal meal subsidy.

The Second grade was added to the list; however, they do not participate in our AIMS data.

Subject: Mathematics

Grade: 3

Test: Arizona Instrument to Measure Standards (AIMS)

Edition/Publication Year: 1st Edition/ 1997

Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meet + Exceed	93	86	94	74	49
Exceed	23	40	36	17	7
Number of students tested	56	48	57	42	43
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meet + Exceed	93	63	96	67	25
Exceed	12	18	24	0	0
Number of students tested	26	11	26	15	12
2. African American Students					
Meet + Exceed					
Exceed					
Number of students tested					
3. Hispanic or Latino Students					
Meet + Exceed					
Exceed					
Number of students tested					
4. Special Education Students					
Meet + Exceed			86		
Exceed			13		
Number of students tested			16		
5. Limited English Proficient Students					
Meet + Exceed					
Exceed					
Number of students tested					
6. Largest Other Subgroup					
Meet + Exceed					
Exceed					
Number of students tested					

Notes:

Humboldt Elementary School does not receive Title I funds and does not have access to disaggregated assessment results for its students who meet the free/reduce federal meal subsidy.

Subject: Reading

Grade: 3

Test: Arizona Instrument to Measure Standards
(AIMS)

Edition/Publication Year: 1st Edition/ 1997

Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meet + Exceed	84	85	84	79	56
Exceed	14	27	20	10	7
Number of students tested	56	48	57	42	43
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meet + Exceed	77	64	76	73	17
Exceed	0	0	12	0	0
Number of students tested	26	11	26	15	12
2. African American Students					
Meet + Exceed					
Exceed					
Number of students tested					
3. Hispanic or Latino Students					
Meet + Exceed					
Exceed					
Number of students tested					
4. Special Education Students					
Meet + Exceed			87		
Exceed			7		
Number of students tested			16		
5. Limited English Proficient Students					
Meet + Exceed					
Exceed					
Number of students tested					
6. Largest Other Subgroup					
Meet + Exceed					
Exceed					
Number of students tested					

Notes:

Humboldt Elementary School does not receive Title I funds and does not have access to disaggregated assessment results for its students who meet the free/reduce federal meal subsidy.

Subject: Mathematics

Grade: 4 Test: Arizona Instrument to Measure Standards

Edition/Publication Year: 1st/ 1997

Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meet + Exceed	90	98	90	86	65
Exceed	52	59	32	21	9
Number of students tested	48	64	50	48	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meet + Exceed	79	100	90	69	
Exceed	36	29	10	0	
Number of students tested	14	14	10	13	
2. African American Students					
Meet + Exceed					
Exceed					
Number of students tested					
3. Hispanic or Latino Students					
Meet + Exceed					30
Exceed					0
Number of students tested					11
4. Special Education Students					
Meet + Exceed		90			
Exceed		20			
Number of students tested		10			
5. Limited English Proficient Students					
Meet + Exceed					
Exceed					
Number of students tested					
6. Largest Other Subgroup					
Meet + Exceed					100
Exceed					31
Number of students tested					16

Notes:

Humboldt Elementary School does not receive Title I funds and does not have access to disaggregated assessment results for its students who meet the free/reduce federal meal subsidy.

Subgroup Not Listed is Gifted

Subject: Reading

Grade: 4 Test: Arizona Instrument to Measure Standards

Edition/Publication Year: 1st Edition/ 1997

Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meet + Exceed	92	85	67	71	64
Exceed	21	13	14	8	7
Number of students tested	48	64	49	48	54
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meet + Exceed	85	64	50	15	
Exceed	21	0	0	0	
Number of students tested	14	14	10	13	
2. African American Students					
Meet + Exceed					
Exceed					
Number of students tested					
3. Hispanic or Latino Students					
Meet + Exceed					45
Exceed					9
Number of students tested					11
4. Special Education Students					
Meet + Exceed		40			
Exceed		0			
Number of students tested		10			
5. Limited English Proficient Students					
Meet + Exceed					
Exceed					
Number of students tested					
6. Largest Other Subgroup					
Meet + Exceed					100
Exceed					25
Number of students tested					16

Notes:

Humboldt Elementary School does not receive Title I funds and does not have access to disaggregated assessment results for its students who meet the free/reduce federal meal subsidy.

Subject: Mathematics

Grade: 5 Test: Arizona Instrument to Measure Standards

Edition/Publication Year: 1st Edition/ 1997

Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meet + Exceed	90	72	85	67	53
Exceed	45	30	28	13	6
Number of students tested	75	53	58	67	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meet + Exceed					
Exceed					
Number of students tested					
2. African American Students					
Meet + Exceed					
Exceed					
Number of students tested					
3. Hispanic or Latino Students					
Meet + Exceed				64	
Exceed				9	
Number of students tested				11	
4. Special Education Students					
Meet + Exceed	67			38	10
Exceed	0			0	0
Number of students tested	12			13	10
5. Limited English Proficient Students					
Meet + Exceed					
Exceed					
Number of students tested					
6. Largest Other Subgroup					
Meet + Exceed				100	100
Exceed				43	30
Number of students tested				14	10

Notes:

Humboldt Elementary School does not receive Title I funds and does not have access to disaggregated assessment results for its students who meet the free/reduce federal meal subsidy.

The subgroup not listed is Gifted.

Subject: Reading

Grade: 5 Test: Arizona Instrument to Measure Standards

Edition/Publication Year: 1st/ 1997

Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meet + Exceed	86	72	83	66	59
Exceed	15	8	14	6	2
Number of students tested	75	53	60	67	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meet + Exceed					
Exceed					
Number of students tested					
2. African American Students					
Meet + Exceed					
Exceed					
Number of students tested					
3. Hispanic or Latino Students					
Meet + Exceed				64	
Exceed				0	
Number of students tested				11	
4. Special Education Students					
Meet + Exceed	50		64	31	30
Exceed	0		0	0	0
Number of students tested	12		11	13	10
5. Limited English Proficient Students					
Meet + Exceed					
Exceed					
Number of students tested					
6. Largest Other Subgroup					
Meet + Exceed				100	90
Exceed				21	10
Number of students tested				14	10

Notes:

The Subgroup not listed is Gifted

Humboldt Elementary School does not receive Title I funds and does not have access to disaggregated assessment results for its students who meet the free/reduce federal meal subsidy.